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LAE 4335.001

C. Edge

Due: 5-6-10

Unit Plan Rationale

The primary concept of this unit plan on *Lord of the Flies* by William Golding is to teach key strategies through the use of literature. The primary justification for this is preparation for the future for my students. The students will read the novel and then use it in a variety of activities to encourage critical thinking, cultivate discussion and writing skills, address current social problems, identify the youth perspective, and help to inspire the enjoyment of literature.

The students will learn and develop critical thinking skills through their discussions of the novel. The teacher will ask key questions that will help students identify character motivations in the book. Students will also watch the film version of the novel and, in discussion form, compare and contrast the two. This will allow students to think critically about why certain aspects of the book were altered for the film and the possible reasons for the alterations. Students will also develop critical thinking skills and necessary planning skills with the writing assignment they will be given that will have them rewrite the ending of the novel. Obviously, this exercise will also allow students to exercise their writing abilities and practice writing narratives (which they will need for FCAT, etc.). Critical thinking is important because it allows students to expand their mind and develop necessary problem solving skills.

Another way that the students will develop critical thinking skills is through the art/illustration activity they will do. After having read the novel, students will be asked to label specific places/events on a map of the island that is the physical setting of the story. The teacher will provide a map with the required labels during in-class discussion and while reading the novel in class so students may follow along visually. For the island map project, students will be given a worksheet of the map, with the specific labels removed. Their task is to then fill in the required events that occurred in the story, according to their physical location. For example, the mountain, in the novel, is where the pilot of the crashed airplane was found. Somas one of the requirements, the students will be expected to label the corresponding place on the island. This allows students to use knowledge they have gained through reading, it works as an assessment, and also promotes critical thinking skills through illustration. This assignment will allow students to work in a different medium than word for once and express themselves through their art, which is important to maintain student interest. Also, using images, particularly ones that students come up with themselves, helps the student better retain information, as they have multiple ways to store it in their memory (i.e. image, words, etc.).

Next, the multiple discussions will help to promote public speaking, peer commentary and critique, and group reliance. Students will learn from each other and expand their own ideas and views by hearing from other students, while becoming more comfortable sharing their ideas aloud. The environment will be a friendly, student-led debate about key issues in the novel. This leads us to our next justification: addressing current social issues. In the book, the characters act in a wild, animalistic way as soon as adult supervision is nonexistent. Students will discuss why this is the case and what problems this could lead to in today’s society. Also, students will address the topic of bullying, as one of the characters, “Piggy,” is bullied, resulting in his death. Students will discuss the consequences of bullying or witnessing bullying and not reporting it while sharing personal experiences or memories of bullying in their own lives. These discussions will not only help students become more comfortable with public speaking and expressing their own opinions (which is important in and of itself)but they will also recognize social problems going on all around them and brainstorm together on ways to prevent, fix, or help with these problems.

Finally, the students will learn about, identify, and discuss the youth perspective, and its importance to the story. Literary elements, such as narrator perspective, imagery, etc. will be discussed as well to further the topic. The overall hope for this unit would be to help students enjoy reading and teach those key strategies that they will be able to use in the future.

The benefit to the teacher will be multiple ways to assess to student understanding of the novel and key concepts, student understanding and opinion of social issues, and assessment of student skill levels. The unit will also help teachers maintain a fun, safe environment for the students.

Possible counterarguments may suggest that too many concepts are being attempted in this unit, though this future teacher thinks that the students will be able to meet requirements easily without realizing it. However, some may say that too much is expected of the students in this unit or too many ideas are presented for the students to be able to learn. I feel that, as long as the lessons flow smoothly and seamlessly, and occur over a long enough period of time, the students will have the opportunity to learn multiple strategies at a time without needing to separate them into lengthy units on their own.

Yet another argument that is likely to occur is the appropriateness of the selected novel. It is true that some parts in the book use suggestive language and/or significant violence. Other arguments that have been made about this book include the suggestion that it promotes bad behavior by glorifying the absence of adults and the seeming freedom the characters have. However, I believe that students should be allowed to read the book and come up with their own conclusion about the message the book is trying to send. Perhaps, the students can analyze these issues, with teacher guidance, to determine if, for instance, the violence and freedom paid off for the characters, or if the suggestive language was necessary to convey the book’s message. Most will likely realize that the actions of the characters almost led to their own destruction and will be able to take away that moral from the story.

This unit will use the literature *Lord of the Flies* by William Golding to help students gain key strategies to use in the future in both their academic careers and otherwise. The unit will use a variety of activities and topics the help the students recognize key concepts and develop important skills through the use of literature. The hope is that students will walk away better prepared for the future (and for standardized tests!) with an appreciation for literature as well.

**Essential Question:**

The essential question for the unit plan was created to focus and give purpose to the lessons being taught throughout the quarter. The essential question chosen is, “How does analysis of a text through a variety of means help you better understand the message the text is providing?” Each assignment and debate is used specifically to challenge the students thinking, help them better understand what is going on in the story, and relate fictional conflict to social conflict. By using *Lord of the Flies*, by William Golding, as our primary text for the course, the students can explore and analyze literature and relate it to their own lives, while working on necessary writing and reading skills. Students will gain a form understanding of the text and social issues that arise during throughout the plot and which can also be found throughout their own lives. Students will also practice writing narratives and thus gain better writing skills.

Unit Goals and Rubrics for Assignments

Unit Goals:

1. Students will be able to think critically about a work of literature.
2. Students will be able to relate elements/themes in literature to their own lives.
3. Students will improve writing skills.
4. Students will be able to write a persuasive paper.
5. Students will participate in classroom debate.
6. Students will be able to compare and contrast different forms of literature (film and print).

Rubrics for Assignments:

**Culminating text goal**: Students will be able to write a persuasive essay discussing character motivation in *Lord of the Flies*. (Unit Goal 1, 3 and 4)

Rubric for culminating text assignment:

Students will receive an A if:

* The student poses a thesis/argument: forms an opinion.
* The student stays on topic and supports the original thesis/argument/opinion.
* Little to no grammatical errors.
* The student appropriately uses example/quotes from the book to support the thesis/argument.

Students will receive a B if:

* The student poses a thesis/argument: forms an opinion.
* The student stays on topic and supports the original thesis/argument/opinion.
* The student has some issues with grammar.
* The student uses quotes/examples from the book to support the thesis/argument.

Students will receive a C if:

* The student poses a thesis/argument: forms an opinion.
* The student strays slightly from the thesis/argument.
* Few to several grammar errors are present.
* The student uses little to no quotes/examples from the text to support the thesis.

Students will receive a D if:

* The student attempts to form a thesis/argument; no obvious stance is provided.
* The student does not support a single argument throughout the essay.
* Grammatical errors are apparent.
* The student provides no quotes or irrelevant/erroneous quotes.

Students will receive a failing grade (F) if:

* The student fails to meet the requirements of the assignment.
* The paper is incomplete.
* The student makes no attempt to convey an opinion.
* The student is unable to correctly relate text information (indication that the student did not read the assigned material).

**In-text Assignment 1:**

Students will be able to participate in popcorn reading each day and contribute to classroom discussion on the reading that has been covered in class.

* Students will receive participation credit if they contribute relevant comments to the classroom discussion and/or popcorn reading.
* Students will not receive a participation credit if they do not contribute to the conversation or if they are disruptive and/or off-topic (i.e. are not contributing meaningful information/opinion to the discussion)

**In text Assignment 2:**

Students will be able to participate in and contribute to a classroom debate concerning comparison/contrast of the film and print versions of *Lord of the Flies*. (Unit goals 4 & 5)

* Students will receive participation credit if they contribute relevant comments to the classroom discussion.
* Students will not receive a participation credit if they do not contribute to the conversation or if they are disruptive and/or off-topic (i.e. are not contributing meaningful information/opinion to the discussion)

**In-text assignment 4:**

The student will provide a visual representation of information gained from the novel, *Lord of the Flies*. (Unit Goal 1)

Information: A map of the island that is the setting for *Lord of the Flies* will be provided. A list of events that occurred in the novel will also be provided. Students are required to label the specific events on the map according to the novel. Example: Required event #1 would be the location the pilot was discovered (i.e. the mountain).

Students will receive an A if:

* The student has accurately labeled the four required events on the island map.

Students will receive a B if:

* The student has accurately labeled three of the required events.
* OR the student has labeled all four of the required events though only three are labeled correctly.

Students will receive a C if:

* The student has labeled two of the four required events correctly on the map.
* OR the student has labeled all four of the required events but only two are labeled correctly.

Students will receive less than a C if:

* The student has failed to label the four required events on the map.
* OR the student has failed to label any of the required events correctly.

**In-text assignment 4:**

Part 1: Students will discuss bullying in the novel and motivation behind it. Students will be prompted to consider the situation from each character’s point of view. (Unit Goals 2 & 4)

Part 2: Students will write a short narrative about a time either they were bullied or they witnessed someone being bullied, including their personal feelings during the incident. (Unit Goals 2 & 3)

Part 1:

* Students will receive participation credit if they contribute relevant comments to the classroom discussion.
* Students will not receive a participation credit if they do not contribute to the conversation or if they are disruptive and/or off-topic (i.e. are not contributing meaningful information/opinion to the discussion)

Part 2:

Students will receive an A if:

* The student addresses a specific incident of bullying.
* The student stays on topic.
* The student discusses his/her feelings about the bullying incident.
* The student has little to no grammatical errors.

Students will receive a B if:

* The student addresses a specific incident of bullying.
* The student strays slightly from the topic.
* The student discusses his/her feelings concerning the incident.
* Grammatical errors are occasional.

Students will receive a C if:

* The student either does not address a specific bullying incident or does not discuss the feelings caused by it (did not do as asked of them).
* The student does not stay on topic.
* The student has frequent grammatical errors.

Students will receive a D or F if:

* The student did not attempt to meet the requirements of the paper.
* The paper is incomplete.
* The student has multiple grammatical errors.

**All other activities that require participation (sharing writings with the class, peer evaluation, etc.) will receive a participation credit if the student participated satisfactorily or will receive no participation credit if the student did not participate or did not do so satisfactorily.**

**Unit Plan Week 1**

Each Day bell work will take 5 minutes to complete and 5 minutes to go over as a class. Attendance will follow directly and should take approximately 5 minutes. Remaining class time will be 35 minutes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| -Introduction to text:  *2 minutes*  -Begin reading the text in class (popcorn style):  *20 minutes*  -Discuss what has been read: *10 minutes* | -Class reading, again popcorn style: *25 minutes*  -Discussion of what has been read during the class period:  *10 minutes*  (ITA #1) | -Class reading, again popcorn style: *25 minutes*  -Discussion of what has been read during the class period:  *10 minutes*  (ITA #1) | -Class reading, again popcorn style: *25 minutes*  -Discussion of what has been read during the class period:  *10 minutes*  (ITA #1) | -Class reading, again popcorn style: *25 minutes*  -Discussion of what has been read during the class period:  *10 minutes* |

Objectives:

1. Students will be presented with a text and will be able to read text aloud when called upon.
2. Students will be able to think critically about the text.
3. Students will be able to discuss in a classroom setting what they have read.

Sunshine State Standards:

* LA.A.1.3.1-4: The student uses the reading process correctly.
* LA.A.2.3.1-8: The student constructs meaning from a wide range of texts.
* LA.C.3.3.2: The student asks questions and makes comment and observations that reflect understanding and application of content, processes, and experiences.
* LA.8.1.6-7: The student uses a variety of strategies to comprehend grade level text and develop grade appropriate vocabulary.
* LA.8.1.5: The student demonstrates ability to read grade level text orally with accuracy, appropriate rate and expression.
* LA.8.3.4.1-4: The student will edit for correct use of punctuation, capitalization, the eight parts of speech, and subject/verb and noun/pronoun agreement.

Materials needed:

1. *Lord of the Flies* by William Golding.
2. Paper and pencil (for bell work)
3. Island Map transparency so students can visually and spatially follow along.
4. Overhead Projector

Lesson Sequence:

1. Students will begin working on bell work as soon as they enter the classroom. Bell work for the week will consist of correcting two to three sentences’ grammatical errors.

-PP and EP students are excluded from bell work but encouraged to follow along when correcting them.

1. Class will go over the corrections for each sentence, lead by the teacher.
2. Teacher will introduce and pass out the text to the classroom quickly.

-PP and EP students, if appropriate, will be provided with tape recording of the text in their own language and/or an assistant to help with word meaning, etc.

-SE and IF students will be given regular texts to follow along, though they will have a translator to assist them with words they are unfamiliar with in the English language.

1. Teacher will begin the reading and randomly call on students to continue reading, picking up where the reader before them left off. The island map illustration will be on the overhead the entire week so students can follow along with the book, both spatially and visually.

-PP, EP, and SE students are excluded from popcorn reading, though IF students may be asked to read a small paragraph.

1. Class will discuss what was read, including any student observations or thought on the events of the novel.

-All ESOL students may contribute to the conversation, but only SE and IF students are expected to do so.

Assessment: (see rubric)

1. Participation in popcorn reading when called upon.

-Teacher will simply observe the ELLs to make sure they are following along.

1. Participation in class discussion.

-Again, only SE and IF ESOL students are expected to participate though all ELLs are encouraged to do so.

**Unit Plan Week 2**

Each Day bell work will take 5 minutes to complete and 5 minutes to go over as a class. Attendance will follow directly and should take approximately 5 minutes. Remaining class time will be 35 minutes.

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| --- | --- | --- | --- | --- |
| -Introduction to film:  *2 minutes*  -Begin watching the film in class:  *20 minutes*  -Discuss what has been seen, in comparison to text : *10 minutes* | -Continue watching the film: *20 minutes*  -Discussion of what has been seen in the film in comparison to the text version:  *15 minutes*  (ITA #2) | -Continue watching the film: *20 minutes*  -Discussion of what has been seen in the film in comparison to the text version:  *15 minutes*  (ITA #2) | -Continue watching the film: *20 minutes*  -Discussion of what has been seen in the film in comparison to the text version:  *15 minutes*  (ITA #2) | -Continue watching the film: *10 minutes*  -Discussion of what has been seen in the film in comparison to the text version:  *25 minutes*  (ITA #2) |

Objectives:

1. Students will be able to critically assess what they have seen in the film.
2. Students will be able to think comparatively about the text and the film.
3. Students will be able to discuss the comparisons and contrast between the text and the film.

Sunshine State Standards:

* LA.8.2.1: The student identifies, analyzes and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
* LA.E.1.3.1: The student understands the common features of a variety of literary forms.
* LA.E.2.3.1: The student responds critically to fiction, nonfiction, poetry, and drama.
* LA.C.3.3.2: The student asks questions and makes comment and observations that reflect understanding and application of content, processes, and experiences.
* LA.8.3.4.1-4: The student will edit for correct use of punctuation, capitalization, the eight parts of speech, and subject/verb and noun/pronoun agreement.

Materials needed:

1. *Lord of the Flies* directed by Harry Hook.
2. Paper and pencil (for bell work)

Lesson Sequence:

1. Students will begin working on bell work as soon as they enter the classroom. Bell work for the week will consist of correcting two to three sentences’ grammatical errors.
2. Class will go over the corrections for each sentence, lead by the teacher.
3. Teacher will introduce and begin the film version of *Lord of the Flies.*
4. Students will be required to remain attentive during the film (no sleeping, talking, or working on other things).

-ELLs may follow along with the movie and may ask the teacher or an assistant what has been said if they are unsure. If all ELLs in the class speak the same language, subtitles will be provided for the film.

1. Class will discuss what was seen, with specific focus on comparing and contrasting the film and text versions of *Lord of the Flies*.

-PP and EP students are encouraged to participate, though only SE and IF students are expected to speak up.

Assessment: (see rubric)

-For ESOL modifications see the lesson sequence

1. Participation in watching the film (students were not doing other things, sleeping, etc.)
2. Participation in class discussion.

**Unit Plan Week 3**

Each Day bell work will take 5 minutes to complete and 5 minutes to go over as a class. Attendance will follow directly and should take approximately 5 minutes. Remaining class time will be 35 minutes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Island Map Assignment  -Introduction to in-text assignment #3:  *10 minutes*  -Students will begin the assignment *25 minutes* | -Students will continue working on in-text assignment #3: *35 minutes*  (ITA #3) | -Students will share their island maps with the rest of the class: *35 minutes* | -Class discussion on bullying, with student anecdotes and sentiments on the subject *35 minutes* (ITA #4 Part A) | Bullying Writing Assignment  -Introduction to  ITA #4, Part B: *5 minutes*  -Students will complete ITA #4 Part B: *30 minutes* |

Objectives:

1. Students will be able to follow directions appropriately and effectively.
2. Students will be able to use knowledge of the text to illustrate the island map appropriately.
3. Students will be able to discuss bullying and the effects it has.
4. Students will be able to relate bullying theme to their own lives and experiences.

Sunshine State Standards:

* LA.C.3.3.2: The student asks questions and makes comment and observations that reflect understanding and application of content, processes, and experiences.
* LA.B.2.3.3: The student writes to communicate ideas and information effectively.
* LA.8.3.5.3: The student will share the writing with the intended audience.
* LA.8.5.2: The student effectively applies listening and speaking strategies.
* LA.8.3.4.1-4: The student will edit for correct use of punctuation, capitalization, the eight parts of speech, and subject/verb and noun/pronoun agreement.

Materials needed:

1. Blank island map workshop
2. Paper and pencil
3. Crayons/markers for coloring
4. *Lord of the Flies* by William Golding

Lesson Sequence:

1. Students will begin working on bell work as soon as they enter the classroom. Bell work for the week will consist of correcting two to three sentences’ grammatical errors.
2. Class will go over the corrections for each sentence, lead by the teacher.
3. Teacher will introduce the island map assignment including the directions and requirements*.*
4. Students will begin working on the island map assignment and will have two days to do so.

-PP and EP students may verbally point out where at least one of the required events occurred on their map. SE students must physically label them, but may only do 2 or 3 required events. IF students must participate as the mainstream students do.

1. Students will share their maps with the rest of the class, while the teacher asks where certain other events from the story took place (not the four required ones) to test student comprehension of the text. For example, the pig fire was where what happened? The answer is: it is where Simon was killed.

-EP and PP students must pay attention but are not required to get in front of the class. SE and IF students must participate fully, as mainstream students do.

1. Class discussion will begin discussing instances of bullying in the text, including the character motivations behind such behavior. Students will also describe incidents in which they have seen bullying happen or its effects.

--All ESOL students will be encouraged to participate though PP students are excluded if they choose.

1. Students will be asked to write a short narrative about a bullying incident they witnessed or were a part of, including any feelings they had towards the incident.

-PP and EP students may verbally discuss an incident with the teacher or an assistant for credit. SE students, if their writing skills are less than satisfactory, may do the same, IF students will be expected to participate fully, though will not be marked off for grammar, morphology, etc.

Assessment: (see rubric)

1. Proper completion of the island map project.
2. Participation in sharing the island map project with the rest of the class.
3. Participation in the class bullying discussion.
4. Narrative writing assignment on bullying.

**Unit Plan Week 4**

Each Day bell work will take 5 minutes to complete and 5 minutes to go over as a class. Attendance will follow directly and should take approximately 5 minutes. Remaining class time will be 35 minutes.

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| --- | --- | --- | --- | --- |
| -Student sharing of narrative essays on bullying:  *35 minutes* | -Students will continue sharing their narratives: 20 *minutes*  -Brainstorming and/or planning for culminating text assignment:  *15 minutes* | No bellwork today!  -Students will have *45 minutes* (after attendance) to write their persuasive essays  (Culminating text assignment) | No bellwork today!  -Students will swap papers with peers for peer grading on the essays, according to the provided rubric:  *45 minutes* | No bellwork today!  -Students will share their persuasive essays with the class: *45 minutes*  (Will continue on Monday- Week 5) |

Objectives:

1. Students will be able to read their narratives aloud.
2. Students will be able to write a persuasive essay on character motivation in the novel.
3. Students will be able to participate in peer grading activity.
4. Students will be able to read their persuasive essays aloud in class.

Sunshine State Standards:

* LA.8.5.2: The student effectively applies listening and speaking strategies.
* LA.8.3.5.3: The student will share the writing with the intended audience.
* L.A. 8.3.4.1-4: The student will edit for correct use of punctuation, capitalization, the eight parts of speech, and subject/verb and noun/pronoun agreement
* LA.8.3.4.1-4: The student will edit for correct use of punctuation, capitalization, the eight parts of speech, and subject/verb and noun/pronoun agreement.
* LA.B.2.3.3: The student writes to communicate ideas and information effectively.

Materials needed:

1. Paper and pencil
2. Persuasive essay rubric
3. *Lord of the Flies* by William Golding

Lesson Sequence:

1. Students will begin working on bell work as soon as they enter the classroom. Bell work for the week will consist of correcting two to three sentences’ grammatical errors.
2. Class will go over the corrections for each sent
3. Students will read their narratives on bullying to their rest of the class*.*

-PP and EP students are not required to share their stories verbally, but will be encouraged to do so. SE and IF students must talk about their bullying experience, though may not necessarily read it from their narrative.

1. Students will brainstorm for their culminating text persuasive essay on character motivation and will be given the grading rubric as guidance.
2. Students will have one full class period to write their persuasive essays on character motivation, with the rubric as guidance.

-PP and EP students will be given an alternate assignment to work on, perhaps identifying characters on the film. SE students may verbally answer the prompt to a transcriber (someone who writes down the answer word-for-word). IF students will participate fully but will not be graded on grammar, morphology, etc.

1. Students will read their persuasive essays aloud for the class, and any who do not get to will do so the following week.

-PP and EP students are excluded from this. SE students are encouraged to participate but not required to do so. IF students must participate.

Assessment: (see rubric)

1. Participation in reading the narrative essays aloud for the class.
2. Properly completed culminating text writing assignment.
3. Participation in peer grading of the culminating text writing assignment.
4. Participation in reading the persuasive essay aloud for the class.

**Island Map to be shown in class in preparation for the island map assignment**



**Blank Island Map to be given to students for Island Map Project (In-text Assignment #3)**

On their own maps, students must label:

-The mountain – where the pilot was found

-The beach – where the boys first landed

-Castle Rock – where Piggy was killed

-The location of the Lord of the Flies (pig’s head)

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Original map taken from website address: <http://wdb.sad17.k12.me.us/teachers/bburns/com/documents/literature/lof/island.html>

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